

BACHELOR OF SCIENCE IN NURSING (RN to BSN)

STUDENT PROGRAM GUIDE

The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences, and nursing. The graduates are prepared to function in new roles as members of health care teams in many settings.

The BSN degree, for RNs, expands their knowledge in areas of research, theory, leadership, community concepts, health care policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U. S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance.

The WGU RN to BSN program is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing American Association of Colleges of Nursing (1998) (Available at: <http://www.aacn.nche.edu/Education/essentials.htm>). In addition, it incorporates competencies and standards from other specialty organizations.

WGU Philosophy of Nursing

The global nature of communities and healthcare delivery necessitates that new nurses are able to engage with patients, families, and communities who are diverse and have diverse ways of interacting with, and engaging in, healthcare. The definition of family has expanded to include a variety of different compositions and roles, and demographics further describe families as diverse in culture, gender, age, ethnicity, economic, and healthcare needs. The family is the fundamental vehicle for how clients are supported, or interact with the world around them, access resources, and engage in healthcare. In addition, we recognize that individuals are more mobile today though immigration, migration, and job changes which leads to major impacts on public health, socio-economics, and health care access. They interact with and are affected by their environment. In this respect, nurses must be able to identify and strengthen people's potential to move toward health and help them to shape the environment to promote well-being.

We consider nursing to be a caring interaction between the nurse, as a member of an interdisciplinary team, and the patient who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. In this caring interaction, nurses identify and strengthen clients' potential to move toward health and help them to shape the environment to promote well-being. This encompasses the health-illness continuum, recognizing that healthcare begins in the community prior to diagnosis of illness, promoting health and wellness through advocacy, community assessment, and care. Nurses use the newest appropriate technologies and the latest evidence upon which to base their plans of care whether in the community, clinic, acute care facility, or extended care facility. They assume leadership for clinical and ethical decision making, all of which requires a different preparation and focus.

To support development of nursing competency necessary in today's healthcare settings, nursing education needs to employ innovative methodologies and technology tools that support student development of professional competencies. Instruction utilizing case based learning and simulation should be employed to provide student nurses with experiences to develop competence and confidence prior to live patient clinical experiences, making the later experience of higher quality. It should focus learning and teaching on high incidence healthcare needs in both the community and acute care setting. Nursing education should strive to encourage development of a new type of nurse who utilizes clinical imagination and evidence based practice to provide safe, quality, patient-centered care. Through this endeavor we believe nursing education can prepare a nurse who is detective, scientist, and leader of the healing environment. As a detective, the student learns to be an astute observer, to investigate observations, test results, and interdisciplinary interactions to determine the most appropriate nursing actions. As a scientist they use evidence based practice to inform nursing decisions and the nursing process. As a leader of the healing environment, student nurses take responsibility for more than simply tasks to becoming an advocate for

the patient and family, for providing safe, quality care, for being a responsible member of the interdisciplinary team that promotes wellness.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces. Learners seek to make sense of new educational experiences in light of their past and existing knowledge bases and then apply their new findings to real situations. Therefore, nursing education should provide opportunities in both science and nursing where students engage in real world application that demonstrates competency, cognitive knowledge, clinical reasoning, and ethical comportment. WGU's Department of Nursing fosters this learning through an online, competency based program where didactic learning takes place through asynchronous and synchronous learning communities and through self-paced faculty facilitated courses of study. It provides a strong clinical focus through virtual reality and high fidelity simulation and onsite clinical experiences in all areas of nursing.

Students who are self directed and independent learners are most successful in this environment. However, support for development of competencies is provided throughout the program by highly qualified nursing faculty.

RN-BSN Program Goals

At the completion of the RN to BSN Program, graduates will be able to:

1. Demonstrate effective communication in oral, written, interpersonal and electronic modes
2. Make clinical judgments based on the best available evidence and ethical principles
3. Assume accountability for providing and ensuring safe, efficient quality patient care
4. Synthesize available resources to apply critical thinking to complex clinical situations
5. Provide culturally competent care to individuals and families across the lifespan
6. Demonstrate proficiency in caring for communities and populations experiencing threats to well-being
7. Assume leadership roles in creating healthy environments
8. Engage in interprofessional collaboration to improve safety and quality of patient care
9. Integrate concepts of genetics into care across the lifespan
10. Apply clinical technologies and informatics in practice.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike in traditional universities, WGU does not award degrees based upon credit hours or upon a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you are weak. For that, WGU has a rich array of learning resources that you may engage, under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through Courses of Study that are designed to lead you through the content that you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, by accumulating wisdom through years of life experience, or, indeed, by taking a course on a particular subject. But WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by: (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The University's accreditation status is now managed by the Northwest Commission on Colleges and Universities. The University is also accredited by the Distance Education and Training Council (DETC), and the Nursing Programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

The Academic Action Plan (AAP)

The focus of your program is your Academic Action Plan (AAP). The AAP is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends upon both the amount of new information to be learned and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter area and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15-20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your Mentor form a profile of your prior knowledge and experience for use in creating your AAP.

WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, community mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by email or phone, your mentor will be your "point person" of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and those you need to work on; this will become your personalized AAP. Your mentor will suggest the best learning resources for you (courses, texts, independent study modules, etc.) in your AAP for each major component of your degree. As you proceed through your academic program, your mentor and you will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your AAP, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours, and webinars. As a WGU student, you will have access to your own personal MY.WGU portal that provides a gateway to learning communities and program communities where you will have these interactions as well as interactions with other students. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a *Student Success Associate* to help you and your mentor solve any special problems that may arise.

Education Without Boundaries

Education Without Boundaries (EWB) is a required introductory course that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats and other activities to connect with other students in your program. During the EWB course you will be introduced to your mentor and you will develop your Academic Action Plan.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based upon credits but upon demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will "clear" through transfer vary based upon the degree program.

The following transfer guidelines also generally apply to undergraduate programs: Degree requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based upon the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember: WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you learned them. Even when you don't directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Satisfactory Academic Progress and Continuous Enrollment

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your "terms" are six months long and your first term will begin the first day of the month that you enrolled in the EWB introductory course. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Academic Action Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "satisfactory academic progress (SAP)." If you are a financial aid student, SAP will be particularly important because you must make SAP in order to maintain eligibility for financial aid. We measure your progress based on the assessments you are able to pass, not on the accumulation of credit hours or course grades. Every time you pass an assessment you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a "B" grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as twelve competency units.

We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. Graduate students must enroll in at least 8 competency units each term and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing you must complete at least 67% of the units you attempt. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so we will discuss it in greater detail with you during the EWB introductory course and your mentor will provide additional guidance.

Assessments

Your AAP will include the assessments to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge via the following assessments:

Performance Assessments contain, in most cases, multiple tasks such as scored assignments, projects, essays, and research papers. Performance Assessments contain detailed instructions and rubrics for completing each assigned task and are submitted via TaskStream, an online project management and grading tool.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple selection items, matching, short answer, drag and drop, and point and click item types, as well as case study and video based items.

Essay Assessments are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As an undergraduate student, you will be expected to enroll in a minimum of twelve competency units each term. A standard plan, at 12 units per term, for the program for a student who has no transfer units would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, the time commitment you can make, and your determination to proceed at a faster rate.

The standard path below lists the required liberal arts competencies. Your previous courses in these areas will be evaluated for transfer of credit (TOC). You will be notified which competencies have been met by TOC and which ones you need to complete.

STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (RN to BSN)

CODE	ASSESSMENTS	CUs	TERM
EWOB	Education Without Boundaries	1	1
LAC1	Language and Communication: Foundations	2	
LAE1	Language and Communication: Essay	2	
LAT1	Language and Communication: Research	2	
LUT1	Language and Communication: Presentation	2	
HVC1	Literature, Arts and the Humanities	3	
HVT1	Literature, Arts and the Humanities: Analysis and Interpretation	3	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	
NUC1	Nutrition	3	
CBT1	Biochemistry	4	3
BHO1	Behavioral Science Part I	6	
BHT1	Behavioral Science Part II	3	
ANC1	Anatomy and Physiology Part I	3	4
AOT1	Anatomy and Physiology Part II	3	
ALT1	Anatomy and Physiology Laboratory	2	
MBC1	Clinical Microbiology	3	
MLT1	Clinical Microbiology Laboratory	1	
NVT2	Professional Roles and Values	3	5
APT1	Advanced Pathophysiology and Nursing Care	3	
CUC1	Community Health Part I	3	
CUT1	Community Health Part II	3	

NUT1	Nursing Informatics	2	6
EBT1	Evidence Based Practice and Applied Nursing Research	3	
CVT1	Organizational Systems and Quality Leadership	4	
Requirements that must be met prior to Admission			
RNR1	Advanced Standing for RN License	50	

In this example, the program will take six terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term, but that is only half the story. The AAP will include greater detail about the courses of study including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the courses and other learning resources needed to prepare for the required assessments. Some of the classes are taught through outside education providers with whom WGU has made arrangements. The education providers include universities, colleges, training companies, and other learning providers. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your AAP as your mentor has scheduled them. In some instances, the learning materials you use may be independent learning resources (ILRs) such as textbooks, modules, study guides, or tutorials. Some resources (e.g., textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

AREAS OF STUDY WITHIN THE BACHELOR OF SCIENCE IN NURSING (RN to BSN)

The WGU RN to BSN program is based on best practices for effective learning, and national standards. It provides the knowledge and skills that enable graduates to expand their knowledge in areas of research, theory, community concepts, health care policy, therapeutic interventions, and current trends.

The following section includes the larger domains of knowledge followed by the subject-specific sub-domains of knowledge, their associated assessments (followed by the four-character code that is used to identify the assessment), and sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills and abilities required in each area of the degree. Please note that the learning resources included in the following sections are **sample resources** that may vary based on your own academic action plan and the resources current at the time you enroll in the program. Learning resources and the AAP are dynamic so you need to review your AAP and seek mentor advice regarding the resources before you purchase them.

Language and Communication Domain

The Language and Communication Skills domain focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills. WGU students are expected to demonstrate Language and Communication competencies at a freshmen or sophomore college level when assessments are completed. Evaluation of your previous college transcripts may clear assessment requirements for some areas of the Language and Communication Skills Domain, which could shorten your program of study by removing assessments. To waive or clear a sub-domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education.

Language and Communication Assessments	Sample Learning Resources
Language and Communication: Focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills.	

Language and Communication: Foundations (LAC1): Proctored, computer-based objective exam.	Reading, Writing, and Composition with eBooks This online resource includes e-text version of the following texts: Faigley, L. (2007). <i>Writing: A guide for college and beyond</i> . New York: Pearson Longman. ISBN 0-321-39626-X Ruszkiewicz, J., Seward, D. E., & Hairston, M. (2007). <i>SF writer</i> (4th edition). New York: Pearson Longman. ISBN 0-13-233458-5 Smith, B. D. (2007). <i>The Reader's Handbook: reading strategies for college and everyday life</i> (3rd edition). New York: Pearson Longman. ISBN-10 0321476840
Language and Communication: Essay (LAE1): Proctored, computer-based essay exam.	
Language and Communication: Research (LAT1): Performance Assessment that includes writing a research paper.	
Language and Communication: Presentation (LUT1): Performance Assessment that includes an oral presentation.	

Distribution Domain

The Distribution domain focuses on three General Education content areas that are typically included in associate level programs: Humanities, Science and Social Science. The Social Science requirement is fulfilled when you complete the lower division business core domain. Evaluation of your previous college transcripts may clear assessment requirements for some areas of the Distribution Domain, which could shorten your program of study by removing assessments. To waive or clear a sub-domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education.

Literature, Arts and the Humanities Assessments	Sample Learning Resources
Literature, Arts and the Humanities: Focuses on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities.	
Literature, Arts and the Humanities (HVC1): Proctored, computer-based objective exam.	MindEdge Humanities Learning Resource is an online interactive module system which allows students to move at their own pace as they work through the content of the Humanities. Janaro, Richard Paul & Altshuler, Thelma C. (2009). <i>The Art of Being Human</i> , (9 th ed.). New York: Longman. ISBN-10: 0205605427
Literature, Arts and the Humanities: Analysis and Interpretation (HVT1): Performance assessment that includes subjective and objective analysis and interpretation in the Humanities.	
Nursing Related Science Assessments	Sample Learning Resources
Science Content: Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the sciences.	
Nutrition (NUC1): Proctored, computer-based exam.	Nutrition and Diet Therapy , Stanfield & Hui (2003)
Biochemistry (CBT1): Performance assessment.	Thinkwell Online learning - Chemistry
Anatomy and Physiology Part I (ANC1): Proctored, computer-based exam.	Principles of Anatomy and Physiology, 11th Ed , Tortora and Derrickson (2008)
Anatomy and Physiology Part II (AOT1): Performance assessment.	PowerPhys Version 1 , Allen, Harper, Lancraft & Ivlev
Anatomy and Physiology Laboratory (ALT1): Performance assessment.	Anatomy and Physiology Independent Laboratory Experiments First Semester and Second Semester. Laszlo Vass. LabPac – Hands-

	On Labs, Inc.
Clinical Microbiology (MBC1): Proctored, computer-based exam.	Microbiology and Immunology online University of South Carolina
Clinical Microbiology Laboratory (MLT1): Performance assessment.	<u>Microbiology Independent Laboratory Experiments</u> First Semester. Cynthia Alonzo. LabPaq – Hands-On Labs, Inc.
Social Science Assessments	Sample Learning Resources
Social Science Content: Focuses on content, concepts, terminology, conventions, methodology, models, and issues of the disciplines in the social sciences, such as psychology, anthropology, and sociology.	
Behavioral Science Part I (BHO1): Proctored, computer-based objective exam.	Tishler, H. (2001). <u>Introduction to Sociology with Infotrac</u> . (7 th ed.).
Behavioral Science Part II (BHT1): Performance assessment.	Wood, S.E., & Wood, E.G. (2002). <u>The World of Psychology</u> . (4 th ed.).

Quantitative Literacy Domain

Evaluation of your previous college transcripts may clear these assessment requirements, which could shorten your program of study by removing assessments. To waive or clear the domain, the transcript must show that you have taken equivalent classes in the sub-domain content areas and passed with a 'C' grade or higher at an accredited institution of Higher Education. The Mathematical content includes number sense and numeration, real number systems, algebraic concepts, geometry, measurement, statistics and probability, mathematical reasoning, mathematical problem solving, and calculator use.

Quantitative Literacy Assessments	Sample Learning Resources
Quantitative Literacy: Content includes numeracy; algebraic concepts; geometry; measurement; statistics and probability; mathematical reasoning; and mathematical problem solving.	
Quantitative Literacy: College Algebra, Measurement and Geometry (QLC1): Proctored, computer-based objective exam.	MyMathLab is online resource that includes e-text version of the following texts: Lial, M., Hornsby, J. & McGinnis, T. (2008). <i>Algebra for College Students</i> . 8 th ed. Addison-Wesley. ISBN 9780321442543
Quantitative Literacy: Statistics, Probability, and Problem Solving (QMC1): Proctored, computer-based objective exam.	Bittinger, M. & Beecher J. (2008). <i>Developmental Mathematics: College Mathematics and Introductory Algebra</i> . 7 th ed. Addison-Wesley. ISBN 9780321331915 Agresti, A. & Franklin, C. (2006). <i>Statistics: The Art and Science of Learning from Data</i> . 1 st ed. Prentice Hall. ISBN 9780130083692

RN to BSN Content Domain

The domain focuses on the following areas of nursing professional values and roles:

- Professional values related to caring, altruism, autonomy, human dignity, integrity and social justice.
- Professional roles related to provider of care, designer/manger/coordinator of care, and member of the profession.
- Core competencies related to critical thinking, communication, and assessment.

- Core knowledge related to health promotion, risk reduction, disease prevention, illness and disease management, information and health care technologies, ethics, human diversity, global health care, and health care systems and policy.

RN to BSN Content Assessments	Sample Learning Resources
Professional Nursing Values and Roles (NVT2): Performance assessment.	Burkhardt, M., & Nathaniel, A. (2002). <u>Ethics & issues in contemporary nursing</u> , (2nd ed.). Clifton Park, NY: Delmar.
Advanced Pathophysiology and Nursing Care (APT1): Performance assessment.	<u>How the Human Genome Works</u> , McConkey, E.H. (2004)
Community Health Part I (CUC1): Proctored, computer-based exam.	<u>An Introduction to Community Health</u> , McKenzie, Pinger, & Kotechi, (2005)
Community Health Part II (CUT1): Performance assessment.	<u>Caring for the Vulnerable</u> , de Chesnay & Anderson (2008)
Nursing Informatics (NUT1): Performance assessment.	<u>Nursing Informatics</u> , McGonigle & Mastrian (2008) with interactive web site
Evidence Based Practice and Applied Nursing Research (EBT1): Performance Assessment.	<u>Evidence Based Practice for Nurses: Appraisal and Application of Research</u> , Schmidt & Brown (2008).
Organizational Systems and Quality Leadership (CVT1): Proctored, computer-based exam.	<u>Handbook of Nursing Leadership: Creative Skills for a Culture of Safety</u> , Milstead & Furlong (2006)

Need More Information? WGU Student Services

You may also contact the Student Services office by email at studentservices@wgu.edu or by phone at 1-866-903-0110 **Monday through Friday from 6:00am to 8:00pm, MT, and Saturday from 9:00am to 1:00pm, MT**, for general student questions or concerns and the service desk for technical support issues by accessing the “HELP” tab at <http://my.wgu.edu> or by phone at 1-877-HELP-WGU (435-7948). **The WGU IT Service Desk is open Monday through Friday from 6:00am to midnight, MT, and Saturday and Sunday from 10:00am to 7:00pm, MT.** For other University services you can visit the student portal at <http://my.wgu.edu> for the most current information regarding WGU support services and contact information for individual WGU staff.